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teacher well acquainted with boys can make some good use of it, but such a teacher has most of the material it furnishes already in hand. The average man will use it much as he does the Sunday-school journals. The book is published by the Y. M. C. A., and in form, typography, blank-note leaves, condensed statement, brief presentation, etc., it recalls much more other manuals published by the association than it does other work of the author. The preface states the necessity of guiding "the boys in the way of independent, wise thinking," but the laboratory method appears as a minor opportunity, and even then somewhat generalized: as, "Let the student look up the practices of the most respected, upright men of the community when they were in school;" and, "Enumerate the dangers to the individual of gambling and betting."

One turns to the chapters on fraternities and on the sex problem—but what can be done in each case in about five hundred words? Some three years ago one of the popular magazines had an article discussing the attitude of high-school boys toward public graft. It was suggested at the time that a more valuable study would have been the practices of these same boys in the school situations giving opportunity for cheating and graft. The chapter on this topic is one of the best, in that it gets directly at boy problems.

We hope that the author will undertake the same task again with less limitations as to size of the work, precedents of publishers, etc.

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*Algebra for Secondary Schools.* By E. R. HEDRICK. New York: American Book Co., 1908. Pp. 421. \$1.00.

The author has aimed to make "a book that is at once thoroughly modern, yet conservative of what was good in the older textbooks." Graphical methods are used freely but always in connection with the topic under discussion. The problems are selected with care and a few new ones are added to the slowly growing list of "real" problems adapted to the students of elementary algebra. Plenty of drill exercises are given and no topic called for by the prevailing college requirements is omitted, although several of them, such as the Euclidean method of finding highest common factor are placed in the appendix. Summaries at the ends of chapters, an index, and tables of formulas are useful additions.

Besides the liberal use of graphs, the characteristic of the book which strikes the attention of the reader is the unusual combination of pedagogical insight and regard for mathematical accuracy. The language is simple and clear, and much space is given to careful discussion of each topic. The application is given in close connection with the principle. For example, in developing the fundamental processes with algebraic expressions, the need of a knowledge of the processes in using formulas and solving equations is brought out, and the student is called upon to use his partial knowledge in the solving of problems before the application of the process to the more difficult expressions is considered. On the other hand, the truth of each new principle is proved or, if

that is not possible at the stage reached, the limitation of the principle is stated. The author lays stress on the value of conviction in the mind of the student in distinction from the ability to reproduce a proof.

Many teachers will not care to make such a general use of graphs as is suggested by Professor Hedrick; some may find it easier to develop the mechanical proficiency required for "examination-passing" with a book which devotes less space to principles and applications, but most teachers who give the new text a careful reading will find it thoughtful and thought-provoking.

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*Readings in English History Drawn from the Original Sources.* (Intended to illustrate *A Short History of England*.) By EDWARD P. CHEYNEY. Boston: Ginn & Co., 1908. Pp. 781. \$1.80.

The need of illustrative material drawn from original sources is felt by every teacher of history. If history is to be studied as a living subject vitally related to the world of today, the student must read contemporary records of past events, not merely a historian's interpretation of them. The young learner must himself drink of the same fountain from which textbook-makers and more pretentious historians have drawn before him. This does not imply that high-school and college students should always get the facts of history from original sources—far from it. Most original sources are inaccessible to most students and even if they were accessible the task of interpreting them is, without assistance, too difficult for immature minds. The real need is rather for illustrative material to accompany the textbook or formal history. This need Mr. Cheyney has undertaken to supply in one field of study by his *Readings in English History*.

Beginning with the descriptions of England given by Caesar, Diodorus Siculus, and Tacitus, Mr. Cheyney has followed his subject down to the newspaper accounts of Queen Victoria's Diamond Jubilee. The book was intended to accompany and supplement the compiler's *Short History of England* and corresponds in sequence to that excellent textbook, but this fact in no way lessens its value to the student who uses another book or to the general reader. Mr. Cheyney has a wide and scholarly knowledge of the material from which the narrative history of England is drawn and has chosen wisely from this abundant store.

In the Saxon period of English history besides extracts from the ever-fruitful *Anglo-Saxon Chronicle* and Bede's *Ecclesiastical History* we find selections from Alcuin and Asser and the poem of Beowulf that vividly set forth the life and ideals of the time. When the extracts bear upon the Norman Conquest and the feudal system they show not merely military and political history and the doings of kings and courts but the everyday life of the people, the services by which they held land, their religious beliefs and superstitions, and their social customs. Illuminating bits of narrative and description are given, too long to be inserted in a textbook.

In the chapter entitled "The Period of Reform" and "The Growth of Democracy" the history teacher will rejoice to find material like the report